

School District of Osceola County, FL

Ventura Elementary School



2019-20 Schoolwide Improvement Plan

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Ventura Elementary School

275 WATERS EDGE DR, Kissimmee, FL 34743

www.osceolaschools.net

Demographics

Principal: Joyce Graham

Start Date for this Principal: 7/18/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (48%) 2017-18: C (51%) 2016-17: C (51%) 2015-16: B (54%) 2014-15: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	B

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Meeting the needs of all students in the 21st century.

Provide the school's vision statement.

Ventura Elementary School will outperform all other schools in the Osceola County School District.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Condo, Ashley	Principal	monitoring implementation through classroom walk-throughs
Ivey, Vivian	Assistant Principal	Administration- monitoring implementation through classroom walk-throughs
Rosario, Irma	Other	ESOL Specialist - monitoring data and providing strategies to use with ELL students
Agosto, Meraris	Other	School PLC Lead - monitors and support grade level PLC leads
Bundy, Jennifer	Instructional Coach	Literacy coach - Monitoring data and providing ideas for reading interventions.
Soto, Amanda	Instructional Coach	monitoring math and science data and providing ideas for interventions
Pierre, Ricky	School Counselor	Monitoring EWS and providing behavior support
Brennan, Philip	Instructional Media	PLC Lead
Calvillo, Nora	Instructional Coach	RCS

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	127	147	140	136	142	146	0	0	0	0	0	0	0	838
Attendance below 90 percent	8	7	8	12	9	9	0	0	0	0	0	0	0	53
One or more suspensions	5	2	4	2	2	4	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	36	41	53	0	0	0	0	0	0	0	130

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	2	4	12	9	10	0	0	0	0	0	0	0	42

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	3	8	8	10	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)

50

Date this data was collected or last updated

Thursday 7/18/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	23	29	16	14	11	15	0	0	0	0	0	0	0	108
One or more suspensions	3	6	1	1	2	1	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	32	58	45	0	0	0	0	0	0	0	135

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	6	1	14	11	15	0	0	0	0	0	0	0	50

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	23	29	16	14	11	15	0	0	0	0	0	0	0	108
One or more suspensions	3	6	1	1	2	1	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	32	58	45	0	0	0	0	0	0	0	135

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	6	1	14	11	15	0	0	0	0	0	0	0	50

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	47%	53%	57%	47%	53%	55%
ELA Learning Gains	53%	56%	58%	53%	55%	57%
ELA Lowest 25th Percentile	59%	51%	53%	53%	53%	52%
Math Achievement	50%	55%	63%	46%	57%	61%
Math Learning Gains	56%	59%	62%	54%	58%	61%
Math Lowest 25th Percentile	43%	45%	51%	58%	49%	51%
Science Achievement	30%	49%	53%	45%	54%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	127 (0)	147 (0)	140 (0)	136 (0)	142 (0)	146 (0)	838 (0)
Attendance below 90 percent	8 (23)	7 (29)	8 (16)	12 (14)	9 (11)	9 (15)	53 (108)
One or more suspensions	5 (3)	2 (6)	4 (1)	2 (1)	2 (2)	4 (1)	19 (14)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	36 (32)	41 (58)	53 (45)	130 (135)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	50%	51%	-1%	58%	-8%
	2018	47%	51%	-4%	57%	-10%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	47%	51%	-4%	58%	-11%
	2018	38%	48%	-10%	56%	-18%
Same Grade Comparison		9%				
Cohort Comparison		0%				
05	2019	37%	48%	-11%	56%	-19%
	2018	46%	50%	-4%	55%	-9%
Same Grade Comparison		-9%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	54%	54%	0%	62%	-8%
	2018	41%	51%	-10%	62%	-21%
Same Grade Comparison		13%				
Cohort Comparison						
04	2019	43%	53%	-10%	64%	-21%
	2018	37%	53%	-16%	62%	-25%
Same Grade Comparison		6%				
Cohort Comparison		2%				
05	2019	45%	48%	-3%	60%	-15%
	2018	52%	52%	0%	61%	-9%
Same Grade Comparison		-7%				
Cohort Comparison		8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	29%	45%	-16%	53%	-24%
	2018	44%	49%	-5%	55%	-11%
Same Grade Comparison		-15%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	43	52	17	48	36	5				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	39	50	67	44	54	53	18				
BLK	38	62		44	52		25				
HSP	48	52	58	50	56	48	29				
WHT	61	30		61	40						
FRL	43	48	61	46	54	41	25				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	10	30	36	19	47	50	21				
ELL	35	40	41	40	56	58	29				
BLK	38	50		40	53		42				
HSP	48	54	44	49	60	55	48				
WHT	66	63		50	54		59				
FRL	46	52	46	47	59	55	45				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	9	50	52	18	68	62	10				
ELL	27	54	61	33	56	63	15				
BLK	40	43	42	49	42		58				
HSP	46	55	55	44	58	60	43				
WHT	61	52		55	52						
FRL	39	52	52	39	53	60	33				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	405
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that performed the lowest was the Science achievement for SWD. This is not a trend from previous years since this component does not tend to perform this low.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was the Science achievement for SWD.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was Science achievement with a -24%.

Which data component showed the most improvement? What new actions did your school take in this area?

There were two components that showed the most improvement 4th grade ELA achievement with a +9% and 3rd grade Math achievement with +13% improvement. For our ELA achievement improvements we added new programs to our triple i - intervention time which allowed the teachers to intervene to close the achievement gap. For the improvement in 3rd grade math achievement we created a intervention program every Wednesday that was target to work on each student's deficiency.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two areas of concern are increasing our ELA achievement and our Science Achievement.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase ELA Achievement
2. Increase Math Achievement
3. Increase Science Achievement
4. Strengthen Collaborative Processes - PLC's
5. Post Secondary Culture for All students

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Ensure high levels of of learning for all students in literacy.
Rationale	If teachers utilize their Tier 1 Instruction effectively, using appropriate instructional strategies and differentiation when need it, we will be able to ensure high levels of learning for all students in literacy.
State the measurable outcome the school plans to achieve	Increase our ELA proficiency level from 47% to 52% proficient.
Person responsible for monitoring outcome	Jennifer Bundy (jennifer.bundy@osceolaschools.net)
Evidence-based Strategy	Guided Reading
Rationale for Evidence-based Strategy	Guided reading helps students to develop strategies to apply independently because it focuses on processes integral to reading proficiently. Students learn skills and strategies that allow them to read difficult texts independently, while teachers uses grade level literature to strengthen reading comprehension strategies.
Action Step	
Description	<ol style="list-style-type: none"> 1. The literacy Coach will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based on data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits. 2. Students will provide Tier 3 instruction based on gaps in literacy foundations: phonics, phonemic awareness and fluency. 3. Teacher delivers daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students. And monitored by the ESOL Compliance Specialist and RCS. 4. SWD will receive grade level instruction. The work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable. 5. Leadership Team will ensure that Triple i interventions are prescriptive and target individual students needs which will be assess every three weeks during one of the leadership meetings. 6. All students will be monitored using the DIBELS Universal Screener at the beginning of the year, Osceola Writes three times a year, Next Steps to Guided Reading Assessment three times a year, and district formative assessments quarterly. 7. Students will be provided Tier 2 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis. 8. Professional development will be conducted throughout the year to build shared knowledge of highly effective instruction. Tier 1 Core Instruction will be strengthened by the provision of ongoing professional development provided by the District for all grades K-8. 9. SWD will receive intervention based on their Tier 3, Tier 2, and Tier 1 individual needs. 10. Students will be provided Tier 2 instruction based on grade level standards and content

using data, student by standard tracking, collaborative planning, and data analysis.
11. District formative assessments will be given every four and a half weeks in all accountability areas.

Person Responsible	Jennifer Bundy (jennifer.bundy@osceolaschools.net)
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#2	
Title	Ensure high levels of mathematics achievement for all students.
Rationale	If teachers effectively implemented strategies in their classroom that supported discourse-based mathematics, then we will be able to ensure high levels of mathematics achievement for all students.
State the measurable outcome the school plans to achieve	Increase our Mathematics proficiency level from 50% to 55% proficient.
Person responsible for monitoring outcome	Amanda Soto (amanda.soto@osceolaschools.net)
Evidence-based Strategy	Math Talk
Rationale for Evidence-based Strategy	Math Talk allows students to talk about their solutions and others' solutions paths, given them an opportunity to make sense and take ownership of their thinking. It also helps students have conceptual understanding and reasoning on math concepts. Math Talk creates a safe space for exploratory math discussions and supports discourse-based mathematics for all students.
Action Step	
Description	<ol style="list-style-type: none"> 1. The Math Coach will deliver Professional Development on Math Talk to all Mathematics teacher. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based on data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits. 2. The Math Coach will deliver Professional Development on New Book Adoption to all Mathematics teacher. After each Professional Development the Leadership Team will complete a series of classroom walkthroughs to collect data, monitor the effectiveness and implementation of the Professional Development and discuss results in our follow up PD. 3. The Math Coach will be implementing coaching cycles with our math teachers to ensure best practices are being utilized. She will complete model lesson for teachers and then observed teachers complete their own lesson to provide feedback and continue the coaching cycle. 4. The Leadership Team will use District Formative and enVision Math data to monitor student progress during our monthly Stocktake meetings 5. SWD will receive intervention based on their Tier 3, Tier 2, and Tier 1 individual needs. 6. SWD will receive grade level instruction. The work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable. 7. Teacher delivers daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students. And monitored by the ESOL Compliance Specialist and RCS. 9. District formative assessments will be given every four and a half weeks in all accountability areas. 10. Teacher teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative Team.

Person Responsible Amanda Soto (amanda.soto@osceolaschools.net)

#3

Title Ensure high level of Science achievement for all students.

Rationale If teachers effectively teach essential Science vocabulary, then we will be able to ensure high levels of Science achievement for all students.

State the measurable outcome the school plans to achieve Increase our Science proficiency level from 30% to 50% proficient.

Person responsible for monitoring outcome Amanda Soto (amanda.soto@osceolaschools.net)

Evidence-based Strategy Essential Vocabulary - Academic Vocabulary

Rationale for Evidence-based Strategy Making emphasis on academic vocabulary is important because the students' knowledge of Science topics are encapsulated in the terms they know about the relevant topic. Students knowledge of Science topics are summed up in the words they know the more vocabulary they know they more proficient they will be.

Action Step

Description

1. The Leadership Team will use District Science Progress Monitoring Assessment and Science Diagnostic assessment data to monitored student progress and instruction during our monthly Stocktake meetings
2. SWD will receive grade level instruction. The work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable.
3. The Math/Science Coach will deliver Professional Development on strategies on how to teach academic vocabulary to all Science teachers. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based on data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.
4. The Leadership team will ensure that the time assigned for teaching science is being used with fidelity by performing a series of classroom walthroughs.
5. Teacher delivers daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students. And monitored by the ESOL Compliance Specialist and RCS.
6. District formative assessments will be given every four and a half weeks in all accountability areas.

Person Responsible Amanda Soto (amanda.soto@osceolaschools.net)

#4	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met.
Rationale	Research states, if teachers participate in continues organized opportunities for collaboration and assessment as part of an ongoing cycle of continuous improvement, then these structures offer us the most practical and affordable opportunities to integrate, generate and refine practices that influence teaching and learning.
State the measurable outcome the school plans to achieve	ELA, Math proficiency and gains will increase by 5% in all sub groups. Science proficiency will increase by 20% in all sub groups.
Person responsible for monitoring outcome	Meraris Agosto (meraris.agosto@osceolaschools.net)
Evidence-based Strategy	Monthly PLC Lead Meetings.
Rationale for Evidence-based Strategy	The PLC process depends on leaders that understand the importance of building a collaborative culture in their schools. In order for this to occur, teachers and staff must feel empowered to participate in the process and trust that their voices will be heard. Dr. Rick DuFour states: Thats why is very important to have monthly meeting to listen, stay focused on the outcome and provided the resources necessary to meet all student needs
Action Step	
Description	<ol style="list-style-type: none"> 1. Schools PLC's teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative team. 2. Each PLC will develop Unit SMART goals for essential standards to ensure a guaranteed and viable curriculum. SMART goals will be uploaded to TEAMs and monitored by the Assistant Principal weekly. 3. Grade Level PLC's will use School City to collect, share and evaluate standards based formative assessments on a weekly basis. They will also compare the data to District assessments and iReady Diagnostic assessments, after each of those assessments are completed. Grade level Data will be monitor by the Assistant Principal and PLC conversations by each administrative team assigned to a Grade level PLC 4. Each PLC will have a member on the ELL task force to ensure appropriate services and accommodations for the success and learning of all students.. Grade levels ELL task force members will report to the ESOL Compliance Specialist on a Monthly Basis.
Person Responsible	Meraris Agosto (meraris.agosto@osceolaschools.net)

#5	
Title	Ensure a schoolwide post secondary culture for all students.
Rationale	If we provide all students with high levels of instruction in literacy, numeracy, soft skills and college and career activities, then we will be preparing them to have access to a successful future.
State the measurable outcome the school plans to achieve	Increase by 20% the participation of staff and students in our College and Career week events.
Person responsible for monitoring outcome	Vivian Ivey (vivian.ivey@osceolaschools.net)
Evidence-based Strategy	Create and promote college and career events.
Rationale for Evidence-based Strategy	To inspire the best in every student as they prepare for a full range of post-secondary options.
Action Step	
Description	<ol style="list-style-type: none"> 1. Promote College and Career week. 2. The Leadership team will ensure that rigorous academic instruction is being delivered with fidelity by performing a series of classroom walkthroughs. 3. All 5th grade students will be provided with post-secondary options career interest inventories by the Counselors 4. All students will be exposed to career lessons through the morning announcements.
Person Responsible	Ricky Pierre (ricky.pierre@osceolaschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.
 School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.
 Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the

development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school district has added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students. Second Step intervention kits were distributed to all elementary and K-8 schools for support social-emotional learning environments.

Our district has a one-step referral system for mental health concerns. Through Title IV funding, students are screened by Panorama to determine needs for socio-emotional needs.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

To support the transition of elementary to middle, middle school counselors are scheduled prior to the end of the school year to visit the elementary feeder schools. During the visit, the guidance counselor(s) share information about course offerings, school clubs/organizations, and expectations for the students as they transition from elementary to middle school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Our Intervention Assistance Team IAT meeting takes place once a month (first Friday of the month) during essentials. The Administrative team attends to ensure the fidelity of the program is being followed and that all sub groups and students needs are being taken into consideration. Once initial diagnostic testing takes place a meeting is scheduled with grade levels and the IAT team. Interventions are assigned based on that data.

Title I, Part A

Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

Title I, Part D

When Neglected and/or Delinquent children enroll, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Focused professional learning opportunities are offered in all areas of instructional needs.

Title III

The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through

the Preschool Education Evaluation Program (PEEP), and students identified through gifted screening of all second grade Title I students.

Title IV

The Student Support and Academic Enrichment (SSAE) program is intended to help to:

1. Provide a well-rounded education,
2. Improve safe and healthy school conditions and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

Title IX

To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Ensure high levels of of learning for all students in literacy.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	100-Salaries	0321 - Ventura Elementary School	Title, I Part A		\$5,000.00
2	III.A.	Areas of Focus: Ensure high levels of mathematics achievement for all students.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	100-Salaries	0321 - Ventura Elementary School	Title, I Part A		\$5,000.00
3	III.A.	Areas of Focus: Ensure high level of Science achievement for all students.				\$0.00
4	III.A.	Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of all students are met.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7500	140-Substitute Teachers	0321 - Ventura Elementary School	Title, I Part A		\$10,000.00
5	III.A.	Areas of Focus: Ensure a schoolwide post secondary culture for all students.				\$0.00
Total:						\$20,000.00